



Alder Creek Middle School School Accountability Report Card

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Tahoe Truckee Joint Unified School District

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

This School Accountability Report Card (SARC) has been prepared by the Placer County Office of Education according to the requirements of the California Department of Education (CDE). Information sources include the local education agency, CBEDS, and the CDE website: www.cde.ca.gov. SARC reports are also available at www.placercoe.k12.ca.us.

School Description and Mission Statement

School Description

Alder Creek was formerly known as Sierra Mountain Middle School. We are now in our third year of operation. Alder Creek Middle School is a California High Performance School. It has core facilities for 1000 students. The facility has high performance lighting in the inside classrooms that have an integration of electrical lighting and daylighting and the use of controls to maximize daylighting. It is heated and cooled using geo-thermal wells that are located on the school site. It has high ceilings with reflective surfaces for deep light penetration. The building's sustainable design features are intended to serve as a teaching tool for student education. The design features of the building have enhanced awareness of the local environment. Additionally, another energy efficient feature was conserving water to ensure lower operational costs and preserving resources.

Mission Statement

Alder Creek Middle School is dedicated to meeting the unique needs of early adolescents. Academic and personal excellence is expected within a structured, caring and safe school environment.

Opportunities for Parental Involvement

Parental involvement is available through the Parent-Teacher Organization which has regular meetings. The PTO assists both the staff and students and creates many opportunities by providing financial aid for a variety of programs. Furthermore, Alder Creek Middle School has a very active Site Council that has equal representation from parents and staff. Annually, the site council surveys parents in order to discover areas of strength and areas that need improvement within the school culture and program.

Contact information: Pati Johnson – 530 587-7715

Student Enrollment by Grade Level and by Group

These tables display the number of students enrolled in each grade level at the school and the percent of students enrolled at the school who are identified as being in a particular group.

<u>Enrollment by Grade Level</u>		<u>Enrollment by Group</u>	
Grade Level	Number of Students	Group	Percent of Total Enrollment
Grade 6	217	African American	0.6
Grade 7	209	American Indian or Alaska Native	0.8
Grade 8	224	Asian	0.3
Total Enrollment	650	Filipino	0.0
		Hispanic or Latino	20.6
		Pacific Islander	0.0
		White (not Hispanic)	77.7
		Multiple or No Response	0.0
		Socioeconomically Disadvantaged	21.4
		English Learners	15.0
		Students with Disabilities	11.0

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	03-04			04 -05			05-06					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1 – 20	21 – 32	33+		1 – 20	21 – 32	33+		1 – 20	21 – 32	33+
English	N/A	N/A	N/A	24.9	5	9	1	24.6	6	41		
Mathematics	N/A	N/A	N/A	29.2	1	20	3	23.1	12	22		
Science	N/A	N/A	N/A	29.2		22	3	25.8	3	23		
Social Science	N/A	N/A	N/A	29.7		13		26.6		24		

School Climate

School Safety Plan

ACMS has a comprehensive safety plan, which is updated annually and includes disaster drills, staff development, facilities inspections, safety in-service, and student service programs. We have monthly inservice meetings for custodians and other staff. The custodial and administrative staff conducts daily safety inspections and an annual safety checklist. We purchase planners for every student outlining our discipline policy and behavior expectations. Teachers review these rules and send the books home for parent signatures. We have implemented ³Peters Procedures², designed to institute polite behavior and courtesy among students and between students and adults. A conflict resolution program is taught to sixth graders, 7th graders are taught STAR (students talking about race), and 8th graders are taught from Project Alert. All these programs are taught in the CPC (Center for Positive Choices) by the counselors throughout the school year. We have peer helpers that are trained in peer mediation. This program enables students to intervene and help solve smaller student issues before they erupt into fights. In addition, we have instituted a program called Safe School Ambassadors. The school safety plan is reviewed and updated annually.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

All students are given a planner at the beginning of the year. Each home-room teacher goes over the expectations that are contained in the planner. Both the student and parent/s are asked to sign-off on their notification of the expectations.

The expectations and consequences are progressive and are followed with very little exception. Every attempt is made to be consistent and fair with all disciplinary practices.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

RATE	School			District		
	2003 – 04	2004 – 05	2005 – 06	2003-04	2004-05	2005-06
Rate of Suspensions	0.156	0.196	0.0001	0.055	0.083	0.145911
Rate of Expulsions	0.006	0.004	.0015	0.0008	0.0002	.0012

School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Alder Creek Middle School is a brand new facility that opened in the fall of 2004 and it is safe and clean. It is a California High Performance School. We are fortunate to have a very good head custodian who sets a high standard for cleanliness at the site. The school has core facilities designed for approximately 1,000 students. In 2003-04 our enrollment exceeded 650. Extra students are housed in relocatables. In order to insure student safety during school hours, teachers sign up for supervision duty as defined by contract. The administrators and counselor supervise every day during break and at lunch. The school employs two noon duty aids that help with lunch supervision. All visitors must register at the front desk and wear ID badges while on campus. A coach or teacher supervises all after school activities. The school hosts after school tutorial classes and homework clubs and provides teacher supervision. We believe that student behavior is best monitored by adult proximity. Every effort is made to insure that there are adults supervising every activity.

Assessment of the building and its functions are ongoing. We have several broken window that are considered a design flaw. They will be replaced because of the warranty.

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School Facility Conditions, Good Repair Status

This section includes information about the condition of the school's grounds, buildings, and restrooms; a description of any planned facility improvements; and the results of the most recently completed school site inspection to determine the school facility's good repair status.

Facility Conditions and Planned Improvements			
Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior & exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	SCHOOL			DISTRICT
	03 – 04	04 – 05	05 – 06	05 -06
With Full Credential	0	32	31	257
Without Full Credential	0	1	3	10
Teaching Outside Subject Area of Competence	0	25	21	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a teacher with a full credential at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

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Core Academic Courses Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	90.9	9.1
All Schools in District	89.0	11.0
High-Poverty Schools in District	66.0	34.0
Low-Poverty Schools in District	85.0	15.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Throughout the Tahoe Truckee School District it has been difficult to attract and maintain a sufficient substitute pool. As we began the year, substitutes were difficult to find. However, as the year has progress there seems to be an active pool of qualified substitutes. As you may know, when qualified substitutes are unavailable, it definitely impacts our students learning and the continuity of their education.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Teachers are evaluated using the six California standards for the teaching profession. Tenured teachers are evaluated every two years, whereas probationary and temporary teachers are evaluated annually. The teachers' bargaining unit contract fully describes the evaluation process, which was revised, negotiated, and approved during the 01-02 school year.

Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	650.0
Library Media Teacher (Librarian)	--	--
Library Media Services Staff (paraprofessional)	--	--
Psychologist	0.8	--
Social Worker	--	--
Nurse	--	--
Speech/Language/Hearing Specialist	--	--
Resource Specialist (non-teaching)	--	--
Other	--	--

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Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	There are adequate textbooks for all students in this area.	0%
Mathematics	There are adequate textbooks for all students in this area.	0%
Science	There are adequate textbooks for all students in this area.	0%
History-Social Science	There are adequate textbooks for all students in this area.	0%
Foreign Language	There are adequate textbooks for all students in this area.	0%
Health	N/A	
Science Laboratory Equipment (grades 9 – 12)	N/A	

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

These tables display a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,148	\$1,886	\$5,263	\$51,908
District	---	---	\$6,139	\$52,246
Percent Difference – School Site and District	---	---	14.3%	-0.6%
State	---	---	\$4,743	\$54,823
Percent Difference – School Site and State	---	---	11.0%	-5.6%

Types of Services Funded

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Safe and Drug Free Schools, Title I and Economic Impact Aide for Disadvantaged Youth, 10th grade Counseling, TUPE (Tobacco Use Prevention Education), Title II (Technology), Title III (English as a Second Language), and Title V (Innovative Instruction), are funded through categorical entitlements. A local parcel tax (Measure A) funds music, vocational education, and academic enhancement courses (AP).

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Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,802	\$36,796
Mid-Range Teacher Salary	\$48,247	\$54,062
Highest Teacher Salary	\$68,671	\$68,679
Average Principal Salary (Elementary)	\$83,248	\$83,916
Average Principal Salary (Middle)	\$91,100	\$86,752
Average Principal Salary (High)	\$102,620	\$92,915
Superintendent Salary	\$140,400	\$121,387
Percent of Budget for Teacher Salaries	39.0	40.2
Percent of Budget for Administrative Salaries	5.0	5.8

Student Performance

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less because the number of pupils in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual pupil. ()*

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	N/A	57	63	47	52	54	36	40	42
Mathematics	N/A	50	60	37	43	48	34	38	40
Science	N/A	N/A	53	40	37	48	25	27	35
History-Social Science	N/A	34	45	35	37	39	29	32	33

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CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	23	25	13	11
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	74	69	65	54
Male	58	56	57	46
Female	69	63	49	44
Economically Disadvantaged	28	27	21	21
English Learners	12	15	6	3
Students with Disabilities	27	32	13	13
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students – Three-Year Comparison

These tables display the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	N/A	61	77	58	59	61	43	41	42
Mathematics	N/A	63	81	60	63	69	51	52	53

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NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by student group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native	*	*
Asian	*	*
Filipino	N/A	N/A
Hispanic or Latino	45	57
Pacific Islander	N/A	N/A
White (not Hispanic)	86	87
Male	69	79
Female	86	83
Economically Disadvantaged	45	52
English Learners	24	34
Students with Disabilities	57	52
Students Receiving Migrant Education Services	N/A	N/A

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
6	N/A	N/A	61%	N/A	N/A	61%	N/A	N/A	66%
7	N/A	N/A	73%	N/A	N/A	73%	N/A	N/A	80%
8	N/A	N/A	57%	N/A	N/A	57%	N/A	N/A	52%

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/of/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
7	46.7

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school’s statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API RANK	2003-04	2004-05	2005-06
Statewide API Rank	N/A	N/A	8
Similar Schools API Rank	N/A	N/A	9

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API growth for the past three years and the most recent API growth score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			API Score 2006
	2003-04	2004-05	2005-06	
All Students at the School	N/A	B	41	830
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	35	636
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	41	880
Socioeconomically Disadvantaged	N/A	N/A	21	651
English Learners	---	---	N/A	N/A
Students with Disabilities	---	---	N/A	N/A

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Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state’s standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English – Language Arts	Yes	Yes
Participation Rate – Mathematics	Yes	Yes
Percent Proficient – English – Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	---	2004 - 2005
Year in Program Improvement	---	Year 2
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	27.3

Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Susan Phebus is the principal of Alder Creek Middle School. She has concurrent experience as an elementary school principal. Scott Gehrman is the Assistant Principal. He has three years of experience in this position. Several advisory/leadership committees include instructional leadership team, technology committee, School Site Council and grade level committees. These act as decision-making bodies and advisory committees to the administration. The instructional leadership team makes recommendations to the principal regarding expenditures and educational program of the school. Final approval of all budgetary decisions rests with the School Site Council.

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Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

During the 2005-2006 school year Alder Creek Middle School began a new schedule. The purpose of the new schedule was to create a reading period. The data had revealed over several years that all students needed more reading instruction and reading time. By the creation of this new period, more focus of reading was attained and the end result was higher scores in this area.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Offered	Instructional Minutes	State Requirement
6	59,325		54,000
7	59,325		54,000
8	59,325		54,000

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Alder Creek Middle School used 15 minimum days. Five days were parent conferences in October. The remainder are teacher driven minimum days that include: Assessment of student scores, school-wide write, math assessment, standards alignment across the curriculum, and special education development and education.

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